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I. WELCOME

Within GSM and UCD, teaching assistants and readers constitute an indispensable part of student education. You will become an advocate and leader to your students as well as a resource and colleague to the faculty.

Your teaching assistantship is also the opportunity to solidify your overall understanding of the course fundamentals. As a TA, you have an excellent opportunity to practice skills such as thinking on your feet, answering questions, organizing a presentation, improvising, and establishing a poised presence -- attributes of considerable value as you progress through your own coursework. The ability to communicate effectively about research and technical information to an audience of peers or non-technical types may prove valuable in your future career.

This handbook provides you with some information necessary for successfully completing your appointment. It is important to note what is and is not your responsibility. For example, it is your responsibility to adhere to all university policies, to treat all students equally and fairly, as well as to be prepared and organized for your sessions. It is not your responsibility to serve as a replacement for the class instructor, to make sure that every student gets an “A” in the class, or to substitute for students’ own initiative.

I hope you will find this handbook helpful and get the most out of your teaching assistantship.

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II. LOGISTICS

A. Teaching appointment position information

1. Criteria for Appointment

For each proposed appointment or reappointment as a Teaching Assistant or Reader, the student must meet the following conditions:

- Possess a bachelor’s degree.
- Have a current minimum overall GPA of 3.0.
- Appointee may not be enrolled in the course in which s/he is a TA.
- Registered as a graduate student in full-time residence.

Appointment as a TA while on non-registered status (Filing Fee) is allowed for one quarter since matriculation. Appointments beyond this one-quarter allowance require approval of a petition for exception to policy prior to the beginning of the appointment period.

2. Appointment letters

Prior to the start of the quarter, each TA or reader should receive a letter outlining the appointment. This letter specifies the length of the appointment, compensation and work load in terms of a percentage of a 40-hour per week, position (i.e., a 25% appointment is 10 hours per week; a 50% appointment is 20 hours per week).

3. Paperwork

All student employees must meet with a staff member from the GSM Business Office or Academic Operations and Planning (AcOpP) to complete employment/hiring paperwork. You will need to bring proof of eligibility of employment. Additionally, international students must provide an I-94 form; international students with J-1 status must obtain prior employment authorization from the UCD Services for International Students and Scholars.
4. Compensation and TA Loan Fund

All TAs and readers are paid 3 equal, monthly checks per quarter. For the fall quarter, paychecks are distributed on November 1, December 1 and January 2. In winter, paychecks are distributed on the first of February, March and April. In spring, checks are distributed on May 1, June 1 and July 1. In March, you will receive a W-2 earning statement for tax purposes.

Students in the Davis program with a minimum 25% appointment for the entire quarter are eligible to have mandatory health insurance and partial fee remission paid for them. For TAs, a credit is made to the student financial account at the beginning of the quarter (but after the initial registration fee is collected by the GSM). For readers, payment is issued as a refund after the end of the quarter. Domestic students receive 1098-T statements, and international students receive 1024-S statements for tax purposes regarding fee remission.

Students are responsible for assessing the impact of compensation from an academic appointment on any existing financial aid packages.

The TA Loan Fund is an advance against salary for TAs, GSRs or Readers. Students who have a summer appointment may borrow up to one month’s salary beginning July 1. Students with academic year appointments may borrow up to one month’s salary beginning September 1. Repayment is the responsibility of the student. The student can either make a lump sum payment or pay in equal installments over a maximum of six months. The loans are interest-free if paid within six months, thereafter interest is charged at the rate of 1% per month on the unpaid balance of the loan. The TA Loan Fund is administered by the Financial Aid Office as part of the Short-Term Loan Program (http://financialaid.ucdavis.edu/index.html). Applicants complete a Short-Term Loan application and request the hiring department to complete the “Departmental Verification” section. Applicants are to bring the completed form to the Financial Aid Office, 1100 Dutton Hall, between 8:30 and 9:30 Monday through Friday.

5. Time Limits

The sum of academic appointments for a GSM student is limited to 50%. This appointment in combination with other appointments within the university also cannot exceed half-time (50%).

If you find that you are working considerably more hours than your original appointment, it is appropriate to discuss your concerns with the instructor, a member of Academic Operation and Planning, or the Associate Dean.

6. Required training

All new teaching assistants, readers and tutors are required to attend an orientation at the GSM. Additionally, you are required to attend a workshop presented by the Center for Teaching Excellence.
B. About the union

The Association of Graduate Student Employees (AGSE), International Union, United Automobile, Aerospace and Agricultural Implement Workers of America (UAW), AFL-CIO is recognized as the exclusive representative for matters within the scope of representation for all employees within the Academic Student Employee Unit as certified by the Public Employment Relations Board (PERB) in petition number SF-R-806-H (Davis). The current contract can be viewed at http://www.hr.ucdavis.edu/policies.

The university deducts either AGSE/UAW union dues or a “Fair Share” service fee on a monthly basis. If you elect to join the AGSE/UAW, your monthly union dues will automatically be deducted and remitted to the union. If you do not join the union, the university will deduct what is known as a “fair share fee.” For more information, see the Government Code, Section 3584(a) at http://www.calfac.org/SB645.html.

III. SUGGESTED PROCEDURES

A. Establish lines of communication with the professor

TAs should encourage the course professor to have at least one planning meeting prior to the start of the academic quarter. During the meeting(s), the following items should be decided:

1. Confirm TA responsibilities
   - How what types of sessions and how many per week are you responsible for?
   - Should TAs attend lectures? (Strongly recommended)
   - What is your role in testing, evaluating and grading students?
   - Will you have regular team meetings with the professor?
   - How will students contact the teaching assistant(s)?
   - Are TAs expected to proctor exams?
   - What is the professor’s responsibility (e.g., grade appeals, academic dishonesty)?
   - If there are multiple TAs, how will the work be shared and coordinated?
   - What are the TA’s work priorities? (See Appendix III)

2. Course logistics
   - What are the course structure, objectives and goals?
   - What are the required texts and course materials? Do you need to place an order with the bookstore, order a reader, or place items on reserve at the library?
   - Is all necessary information on the syllabus? (please see Appendix IV)
   - Do you need to rooms for review sessions and exams? (please see Appendix I)
   - What is the best way to for students and TAs to contact the professor?
   - When are there exams and major assignments due?
   - How will you record grades?
   - Will there be a Head TA?1
   - Does the lecturer have access to SmartSite?

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1 The role of “Head TA” or “Coordinating TA” has included: serving as the point person for students for administrative issues, provided materials to tutors, prepared supplemental instructional materials, maintained grading records, reserved rooms, etc. Sometimes they take a reduction in grading and/or teaching responsibilities in order to take on these administrative functions.
B. Establish lines of communication with students

All TAs and readers are encouraged to get to know the students. Students who are comfortable are more likely to ask for help. At the same time, you must establish appropriate boundaries. Students should understand that being a TA is not your primary role at GSM (you are a student first). Suggested boundaries include:

Email: Generally, the SmartSite course boards have become the medium that students use to post questions. The professor, TAs and fellow students can respond when they are available. You may want to announce a deadline prior to exams when you will stop answering online and emailed questions.

In person contact: Students should not stop you in the halls to ask questions about course work. If they do so, recommend that they set an appointment, come to section, or send a message to the course board.

Phone: Distribution of personal phone numbers for teaching purposes is discouraged.

C. Session preparation

1. Reserving rooms/session scheduling

Sessions should last 60-90 minutes. Sessions should not conflict with other core classes or TA review sessions. Please contact AcOpP to reserve a room for your review sessions.

Include session times and locations in the course syllabus. Please note academic holidays. Any changes to session times should be announced in lecture well in advance of the change. Please arrange for another TA or the professor to teach your session rather than cancel/reschedule at the last minute.

2. Session guidelines and content

**Teaching staff are not to act as replacements for the professor, or student attendance at lecture.**

Start the session on time for the students who made an effort to be punctual. If a student is tardy and asks a question you have already reviewed, do not go over it again! Politely let the student know that the topic was reviewed earlier in the session and that s/he can probably get notes from a classmate or post the question to the course board. Writing an agenda of “topics to be covered” on the board also shows tardy students what they missed out on.

Content for sessions should be generated from two sources: professors and students. Discuss with your professor about what course concepts should be reviewed in section for the week. Activities in section can include:

- Reviewing principles and topics from lecture
- Answering student questions
- Introducing supplementary materials or examples
- Discussion
- Directing students to additional resources
Interpreting and enforcing course/university policies
Practice quizzes/problem sets/worksheets
Reviewing and explaining returned exams

Sessions can also be driven by the work and questions that students bring. However, you should always prepare additional presentation material in case students do not have specific questions.

3. Tasks, challenges and tips

**Preparing a presentation for a whole session.** You should prepare all materials to be distributed. You should also practice going through your presentation to make sure that it is the appropriate length of time. Prepare about 20 minutes worth of extra examples, so that you have a reservoir to choose from based on students expected questions – or in case they don’t have any questions!

You will not know all of the answers, all of the time. If you can not answer a student’s questions, you may refer him/her to the professor, or offer to research the question and get back to him/her promptly.

**Sometimes students are so lost, they can’t articulate questions.** Before your session, think about the subject you are reviewing. What were the confusing areas when you were a student? If student express confusion, try restating their comments into a coherent question. You can also break questions into smaller pieces - often students are confused by the “big picture” because they do not understand the fundamentals on which the concept is based.

**Be prepared to explain one concept three different ways.** Never assume that students are following along with your reasoning. If a student is silent or can’t explain back to you, you should try rephrasing your explanation. The three forms of explanation are: words/verbal, diagram/graphs/tables, and math/equations.

**Actively control the session.** You must actively identify which student comments are correct; incorrect students can quickly lead each other astray. Keep the session moving by addressing individuals’ issues after the session.

**Addressing the needs of each student.** Refer to the SDC for small group or individual tutoring as needed. You may ask that a particular assignment be picked up in your office hours so that you can have one-to-one time with the student.

**Chalkboard technique.** Face the class! Be sure you are talking to the students and not the chalkboard. Write legibly and large enough so your writing can be seen from the back row; don’t write to the bottom of the board. Give students time to copy what you write and think about the content before asking questions or initiating discussion. Don’t erase a filled board before you need it again. *Erase your chalkboards at the end of your session as a courtesy to the next instructor.*
Reviewing before an exam. Sessions immediately prior to an exam are generally conducted as review sessions; this can be effective if well organized under the guidance of the course instructor. Do not let students dominate with questions of “is this going to be on the test?” A summary of “testable” topics written on the board with illustrative problems or questions from previous homework is sufficient for a review session.

Returning and reviewing exams. Professors might not have time to review exams in lecture, so you may review them in session. Be familiar with overall class performance (top score, median, mean), and the grading scheme/point structure. Go over items that were commonly missed, but refer individual cases to after session or encourage students to make appointments to discuss individual exams.

D. Assessment

1. Assurance of Learning

For accreditation purposes, the instructor should choose one or more program learning goals and then three or more subgoals by the second week of class. During the course of the quarter, the instructor should provide you an instrument to track students as they achieve the selected goals. Examples of measures are a test question on an exam, or a portion of a student presentation. At the end of the quarter, the students are rated on a Pass/Not Pass basis for each measure and the results submitted to Project and Instructional Resources.

2. Assignment Grades


In general, you should create a rubric, decision criteria or answer key prior to grading any assignments to ensure fairness. You should also discuss with the instructor the type and amount of feedback to provide the students. In other words, does the instructor expect you to give just a numeric grade, or to write comments in the margin, or to complete a specific evaluation form?

3. Final Grades

If there is a question concerning the grade assigned for work in a class, the first step is for the student to meet with the instructor and request an explanation of the course grading policy and the computation of the grade. Under Academic Senate regulations, an instructor may not reassess a student’s work or change the grade. With few exceptions, grades are final once the instructor has submitted them.

The exceptions are when a clerical error has been made or when a procedural error has affected the student’s grade. (Procedural errors can include illegal discrimination or arbitrary or differential treatment). Clerical errors are usually resolved by means of a petition filed by the instructor.
If the student alleges procedural error (inappropriate grading policy, unauthorized rescheduling of exam, instructor’s failure to follow own grading policy, etc.) s/he may petition the Academic Senate Committee on Grade Changes to review the matter. This committee, like the instructor, has no authority to reassess student work, but if it can be established that a procedural error was made, the committee does have the authority to alter the grade. If the alleged procedural error involves a claim of illegal discrimination or arbitrary treatment, the Grade Change Committee will direct the student to file a formal grievance under UC Davis Policy and Procedure Manual (http://manuals.ucdavis.edu) Section 280-05, the policy for “Student Complaints of Prohibited Discrimination, Harassment and Arbitrary Treatment”.

E. Resources

1. Academic Operations and Planning (AcOpP)

   After talking with the instructor of the class, AcOpP should be your first stop for any concern. AcOpP can provide guidance regarding teaching methodology, university policies, and acquiring additional resources.

2. Center for Excellence in Teaching and Learning (CETL)

   The Center for Excellence in Teaching and Learning (cetl@ucdavis.edu or 530-752-6050) provides services to improve the quality of instruction on the UC Davis campus. Please check their website for their services (http://cetl.ucdavis.edu/), such as individual consultation, classroom observation and session videotaping.

3. Project and Instructional Resources (PIRO)

   PIRO can assist you with all aspects of course logistics, including: audiovisual needs, course materials, assurance of learning, and SmartSite.

5. Session observation and evaluations

   In the third or fourth week of the quarter, TAs will be observed by a member of Student AcOpP. AcOpP will provide guidance and feedback to TAs and tutors. (Please see Appendix VI.)

   A TA may request that the faculty provide a written evaluation of your performance. These evaluations will be kept as part of the TA’s departmental employment file and are to be used by the department when considering that TA for reappointment. Upon request, TAs may review their evaluations and their employment file under the terms and conditions of the collective bargaining agreement. TAs may submit written comments that will also become part of their employment file. TAs with unsatisfactory teaching evaluations may be reappointed only as an exception.
IV. RELEVANT POLICIES

A. Academic dishonesty

A TA who becomes aware of possible cheating or plagiarism should discuss it with the professor immediately. It is the responsibility of the instructor to determine whether or not academic dishonesty has occurred. Do not comment on the situation to anyone and refer any questions about the matter to the professor.

B. Confidentiality of student records

No personally identifiable student information may be disclosed to unauthorized individuals or organizations. Distribute only course related materials to your students. Student scores may not be posted in public places unless names are coded. Do not discuss a student’s academic work with any other than the instructor or co-TAs.

C. Sexual harassment

Sexual harassment of faculty, students, or staff is prohibited by university policy. Retaliation toward an individual on the basis of his or her bringing forth a complaint of sexual harassment is also prohibited. The university’s policy on sexual harassment may be found at http://manuals.ucdavis.edu/PPM/380/380-12.htm. Additional information can also be found at http://shep.ucdavis.edu.

Some tips for preventing misunderstandings include:

• Schedule office hours when you know others are likely to be in the building (generally Monday-Friday, 8:00 a.m.-5:00 p.m.).
• Stick to your office hours and ask students to make an appointment to see you.
• Do not give out your home number or address.
• Limit how much you share with your students about your personal life.

If you have concerns about a particular student or the interactions among students:

• Document incidents which feel inappropriate to you. Brief notes to yourself about what happened, when and where are sufficient.
• Tell the instructor.
• Avoid being alone with the student, if doing so makes you feel uncomfortable.
• You may consult with the AcOpP, UCD Sexual Harassment Education Program (530-752-9255) or Student Judicial Affairs (530-752-1128).

If anyone reports sexual harassment to you, you should call the Sexual Harassment Education Program at (530) 752-9255 to consult.
D. Dating students

UCD’s policy on “Consensual Relations with Students” does not permit a TA to have a consensual romantic relationship with a student in the TA’s class, as there is an inherent conflict of interest in such relationships. While everyone is encouraged to maintain appropriate professional boundaries, the ultimate responsibility lies with the TA, not the student. For the UCD “Consensual Relations” policy, see http://adminrecords.ucsd.edu/PPM/docs/200-10.html#definitions.

Because of the age of GSM students and the structured curriculum, it is possible that a TA might have their spouse or committed partner as a student in a required course. You should bring this to the attention of the professor and AcOpP so that an alternative appointment can be found. Or, if you prefer, you may call the Sexual Harassment Education Program (530-752-9255) for assistance in addressing and resolving potential conflicts of interest.

E. Accommodation of students with disabilities

If you or one of your students requires accommodation for a disability, please inform the instructor of the course and/or AcOpP. We work with the Office for Students with Disabilities (OSD) and Project and Instructional Resources to address any student needs. However, TAs should note that a student must request accommodation as soon as possible, to allow the school reasonable time to evaluate the request and offer necessary adjustments.

No accommodations shall alter the nature of the academic demands made of the student nor decrease the standards and types of academic performance, nor require facilities or personnel that cannot reasonably be provided.

F. Standards of Conduct

Any student who is acting in a disruptive, abusive, or threatening manner should be asked to cease that behavior and may be told to leave a class setting by the instructor in charge of that section. If the student refuses to stop the offending behavior or refuses to leave the class then the instructor should request assistance from the university police (phone 911). Never attempt to confront a student physically. The student’s behavior may also be reported to Student Judicial Affairs (http://sja.ucdavis.edu) and AcOpP.

G. UCD APM-410 Student Teachers

http://manuals.ucdavis.edu/apm/II-B.htm

H. UCOP Academic Policy Manual

TAs:  http://www.ucop.edu/academic-personnel/_files/apm/apm-410.pdf
This handbook includes excerpts by from the UCD Graduate Studies “Graduate Student Employment Handbook for Teaching Assistants and Associate In...” which may be read in its entirety at: http://gradstudies.ucdavis.edu/publications/gs200-employmenthandbook.pdf.
APPENDIX I
TA SESSION ROOM RESERVATIONS

Completed forms should be returned to a member of Academic Operations and Planning. Please attach any additional information to this form.

A. **Special lecture(s):** Room reservations for standard lectures given at the scheduled times are assigned prior to the start of the quarter. Additional room reservations are necessary for special lectures (guest speakers, temporary room changes, additional A/V needs).

B. **Exams:** Finals set by the UCSD campus have room reservations by default. If you would like to hold your exams outside of normal lecture or scheduled exam hours, you must make additional room reservations.

C. **TA sessions/exam review sessions:** Please schedule all sessions for all teaching assistants and indicate that they are repeating.

<table>
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<tr>
<th>Start Date</th>
<th>Days of the Week (M,T,W,R,F)</th>
<th>Repeat throughout Quarter? (Y/N)</th>
<th>Start Time</th>
<th>End Time</th>
<th>Location Requested</th>
<th>A/V Needs</th>
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Additional Comments:
Please note that work priorities change according to the frequency of homework assignments and exams. Some teaching assistants elect not to hold sessions the week following an exam in order to allow for the increased grading burden.

I. Teaching Focus

Possible weekly schedule for 25% appointments (10 hours per week)

- 3 hours: attending lecture
- 3 hours: student services (TA sessions and/or office hours)
- 2 hours: grading
- 1.5 hours: reviewing course materials and preparing for TA sessions
- .5 hour: professor/TA meeting

Possible weekly schedule for 50% appointments (20 hours per week)

- 6 hours: student services (TA sessions and/or office hours)
- 4 hours: grading
- 4 hours: reviewing course materials and preparing for TA sessions
- 3 hours: attending lecture
- 2 hour: administrative duties
- 1 hour: professor/TA meeting

II. Grading Focus

Possible weekly schedule for 25% appointments (10 hours per week)

- 5 hours: grading
- 2 hours: reviewing course materials and preparing for TA sessions
- 1.5 hours: attending lecture
- 1 hour: student services (TA sessions and/or office hours)
- .5 hour: professor/TA meeting

Possible weekly schedule for 50% appointments (20 hours per week)

- 10 hours: grading
- 3 hours: attending lecture
- 2 hours: student services (TA sessions and/or office hours)
- 2 hours: reviewing course materials and preparing for TA sessions
- 2 hours: administrative duties
- 1 hour professor/TA meeting
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<th>Category</th>
<th>Item</th>
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<td>Prerequisites</td>
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<td>Enrollment limitations</td>
<td>GSM students only?</td>
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<td>Course goals/outline</td>
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<td>Resources</td>
<td>Instructor contact information</td>
<td>Office location, office hours, email address, best means of communication</td>
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<td>TA contact information</td>
<td>Office location, office hours, session schedule, email address</td>
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<td>Online</td>
<td>Recommended resources</td>
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<td>Materials</td>
<td>Required</td>
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<td>Schedule</td>
<td>Weekly course schedule</td>
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<td>Meeting times &amp; location</td>
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<td>Assignment due dates</td>
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<td>Midterm date(s)</td>
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<td>Final exam date</td>
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<td>Holidays</td>
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<td>Readings</td>
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<td>Presentations</td>
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<td>Grades</td>
<td>Grading policy</td>
<td>1. value of each item</td>
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<td>2. penalties for tardiness, etc.</td>
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<td>3. return of student work</td>
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<td>4. appeal process</td>
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<td>Attendance policy</td>
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<td>Participation policy</td>
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## APPENDIX V
### FIRST SESSION CHECKLIST

*A short list of information to provide to your students.*

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<th>Category</th>
<th>Item</th>
<th>Details</th>
<th>✔️</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Background</td>
<td>What classes have you taken in this subject area? Have you worked professionally in this field? Do you have prior teaching experience?</td>
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<td></td>
<td>Contact information</td>
<td>1. SmartSite Information</td>
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<td>2. Email</td>
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<td>3. Office hours</td>
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<td>4. Appointments</td>
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<td>5. How long do you have to respond?</td>
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<td></td>
<td>Contact information</td>
<td>What are the limits?</td>
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<tr>
<td><strong>Session Guidelines</strong></td>
<td>Schedule</td>
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<tr>
<td></td>
<td>What do you do in session?</td>
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<tr>
<td></td>
<td>Cell phones</td>
<td></td>
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<tr>
<td></td>
<td>Participation</td>
<td></td>
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<tr>
<td></td>
<td>Submitting questions</td>
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</tbody>
</table>

17
# APPENDIX VI
## SESSION OBSERVATION CHECKLIST

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Needs Work</th>
<th>Satisfactory</th>
<th>Does Well</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Starts promptly</td>
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<tr>
<td></td>
<td>Gains attention quickly</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Previews session content</td>
<td></td>
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<tr>
<td></td>
<td>Prepared for session</td>
<td></td>
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<tr>
<td><strong>Credibility &amp; Control</strong></td>
<td>Comfortable with course content</td>
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<tr>
<td></td>
<td>Responds confidently to inquiries</td>
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<tr>
<td></td>
<td>Is able to admit error and/or insufficient knowledge</td>
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<tr>
<td><strong>Presentation</strong></td>
<td>Key points were clear</td>
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<tr>
<td></td>
<td>Responds to change in student attentiveness</td>
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<td></td>
<td>Blackboard writing is clear/legible</td>
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<td></td>
<td>Enthusiastic about subject</td>
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<tr>
<td></td>
<td>Instruction is focused on a limited number of outcomes</td>
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<tr>
<td></td>
<td>Integrates text and lecture material into presentation</td>
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<tr>
<td></td>
<td>Presents background and context</td>
<td></td>
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<tr>
<td></td>
<td>Sequence of lesson</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Provides practice time</td>
<td></td>
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<tr>
<td><strong>Communication</strong></td>
<td>Few fillers (“OK, um, ah”)</td>
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<tr>
<td></td>
<td>Speaks audibly and clearly</td>
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<tr>
<td></td>
<td>Explains new vocabulary</td>
<td></td>
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<td></td>
<td>Good eye contact</td>
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<tr>
<td><strong>Rapport</strong></td>
<td>Praise students for contributions</td>
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<tr>
<td></td>
<td>Knows and uses student names</td>
<td></td>
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<tr>
<td></td>
<td>Treats class members equitably</td>
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<td></td>
<td>Recognizes when students do not understand</td>
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<td><strong>Interaction</strong></td>
<td>Encourages student participation</td>
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<td></td>
<td>Restates student questions</td>
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<tr>
<td></td>
<td>Answers students questions clearly and directly</td>
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<td></td>
<td>Gives students enough time to respond to questions</td>
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<td></td>
<td>Refrains from answering his/her own questions</td>
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• In the first week or two, you get a flurry of logistical email questions. Day students tend to have a lot of questions about grades and students in the working professional programs tend to have a lot of questions about attendance due to work conflicts.

• Many students don't know you can find out the classroom and dates and times of sessions (including finals) in RAPS by clicking the time of the class.

• If the professor does not have a formal grading rubric, make sure he/she at least gives you bullet points for what is expected for major assignments and what key items distinguish an A from a B, a B from a C, etc.

• If the professor does not have a clear policy on late assignments, ask him/ her to set one or forward any late assignments to the professor for judgment on how to handle.